

Chapter 3

Methodology

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3.0 Introduction

The present study was Developmental cum Experimental. In this chapter, the investigator has detailed out the plan and procedure which has been adopted to carry out the study. This chapter consists of the various aspects of methodology, namely, population, sample, tools and techniques, procedure of data collection and data analysis.

3.1 Statement of the Problem

Development and Implementation of a Life Skills Programme for Student Teachers

3.2 Objectives of the Study

The objectives of the study were as follows.

1. To identify the components of each Life Skills.
2. To develop a Life Skills Programme for the Student - Teachers.
3. To study effectiveness of the Life Skills Programme for the Student - Teachers.

3.3 Operationalization of Terms used

Various terms used in the study were Components of the Life Skills, Life Skills Programme and Effectiveness of the Life Skills Programme. These terms have been operationalized as follows.

□ Components of the Life Skills

For the present study, Components of the Life Skills means the characteristics possessed by a person and behaviours manifested by the person at the time of using a Life Skill in the daily life situation. The Components of the Life Skills are the indicator of the Life Skills possessed by the person.

At the time of using a Life Skill, a person shows certain characteristics which are in the form of certain behaviours as manifested by the person. These behaviours shown by the person indicate the Life Skills possessed by the person.

❑ Life Skills Programme

For this study, the Life Skills Programme includes 50 Group Activities. These 50 Group Activities include types of Group Activities suggested by World Health Organization (WHO) for developing Life Skills. The type of Group Activities in the Life Skills Programme are

- Games,
- Role Plays,
- Situational Discussions,
- Puzzles,
- Self Reporting,
- Brain Storming,
- Story Making and
- Film Shows

Each activity has inbuilt Focused Group Discussion. In the Life Skills Programme, for each Life Skill, five activities directly focusing on that skill are given. To make more focused activity on each Life Skill, focused facilitative questions on that Life Skill are provided to carry out Focused Group Discussion. Each activity in the Life Skills Programme has covered more than one Life Skill.

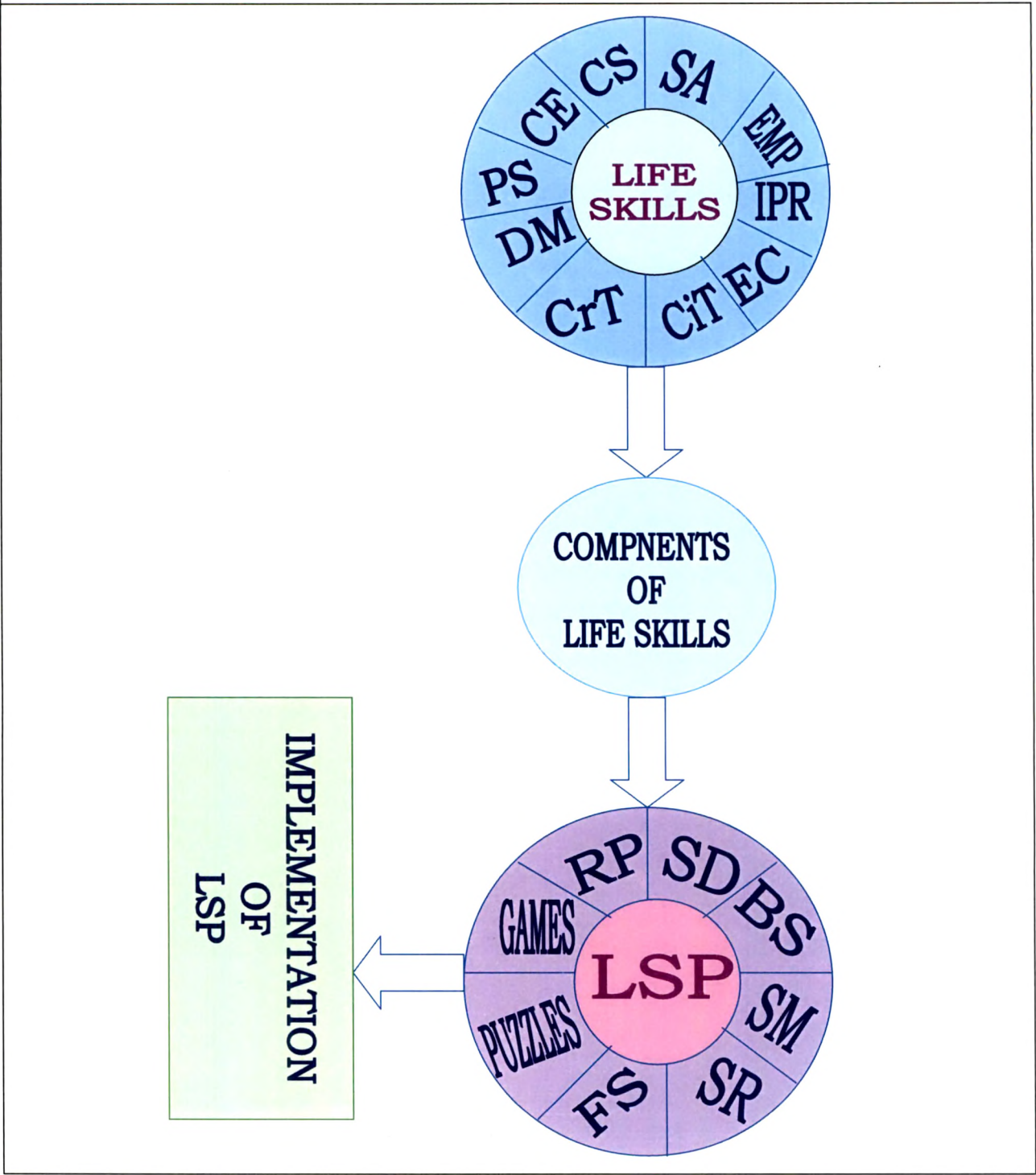
❑ Effectiveness of the Life Skills Programme

For the present study, Effectiveness of the Life Skills Programme means enhancement of each Life Skill in Student – Teachers, as evident through the difference between the pre – intervention and post – intervention status.

3.4 Research Design

The present study aimed at developing an intervention programme for enhancing the Life Skills of Student – Teachers. To achieve the aims of the present study, the research design adopted for the study is shown as follows.

Figure 3.1: Diagrammatic representation of Research Design of the study



SA: Self Awareness, EMP: Empathy, IPR: Interpersonal Relationships, EC: Effective Communication, CiT: Critical Thinking, CrT: Creative Thinking, DM: Decision Making, PS: Problem Solving, CE: Coping with Emotions, CS: Coping with Stress SD: Situational Discussion, BS: Brain Storming, SM: Story Making, SR: Self Reporting, FS: Film Show, RP: Role Play



3.5 Population

All the B. Ed. Student - Teachers of the academic year 2008-09, of the Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodra constituted the population for the present study.

3.6 Sample

For the present study, purposive sampling technique was employed. The nature of study demanded good rapport between Student - Teachers and the investigator to conduct the experiment. So, all 24 Student - Teachers having Commerce Method of the academic year 2008-09 of the Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda were selected. But out of 24 Student - Teachers, 3 Student - Teachers were not able to attend the Life Skills Programme due to their family problems.

So, 21 Student - Teachers having Commerce Method of the academic year 2008-09 of the Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda constituted the sample for the present study.

3.7 Tools and Techniques

The tools and techniques employed in the study were Situational Tests, Life Skills Inventory, Field Notes, Programme Feedback Sheet, Activity Feedback Sheet, Focused Group Discussions and Participatory Observations. The detailed description about each tool and technique is given as under.

❑ Situational Tests

Two parallel Situational Tests on the Life Skills for the Student – Teachers were prepared by the investigator. Each Situational Test consisted of ten items on the Life Skills. In the Situational Tests, all the ten items were open ended questions. Out of ten items on the Life Skills, two items were direct questions and eight items were situational questions. In the Situational Tests, in eight items, different life related situations were provided. The life related situations in the Situational Test were followed by number of questions related to the Life Skills. The questions asked under each life related situation made respondent to manifest her or his Life Skills in the form of her or his behaviours in the situation. In the Situational Test, two direct questions related to Self Awareness Skill were asked in both the Situational Tests. The life related situations provided in both the Situation Tests were similar in nature.

The Situational Tests also included basic information related to Student – Teachers, that is, name, qualification, age and teaching experience.

To finalize the Situational Tests for the Student - Teachers, both Situational Tests were shown to two experts in the field of the Life Skills and the Teacher Education. As per their suggestions the tests were modified and finalized for the study.

❑ Life Skills Inventory

To know the Life Skills possessed by the Student - Teachers, a Life Skills Inventory was prepared by the investigator. The Life Skills Inventory included behavioural statements related to each Life Skill. In the Life Skills Inventory, five points - *Always, Very Often, Sometime, Rarely* and *Never* were given. On each Life Skills eight behavioural statements were given. Out of the eight behavioural statements constructed on each Life Skills, four behavioural statements were negative, whereas, four were positive. The negative behavioural statements and positive behavioural statements of all the Life Skills were mixed to construct the Life Skills Inventory. These behavioural statements were constructed with reference to daily life of the Student - Teachers. The Life Skills Inventory for the Student - Teachers included basic information related to the Student – Teachers, that is, name, and roll number. For finalizing the Life Skills Inventory, it was shown to two experts from the field of the Life Skills and the Teacher Education. By taking into consideration their suggestions the Life Skills Inventory was modified and finalized.

❑ Activity Feedback Sheet

Activity Feedback Sheet was prepared by the investigator, to gain feedback on each group activity of the Life Skills Programme. In the Activity Feedback Sheet, five items were given related to group activity of the Life Skills Programme. Out of the five items, three items were close ended having four options, namely, *Very Interesting, Interesting, Little Interesting* and *Not at all Interesting* and two items were open ended. The Activity Feedback Sheet also included information of the Student-Teachers, that is, name and roll number as identifiers.

To finalize the Activity Feedback Sheet, it was shown to two experts from the field of the Life Skills and the Teacher Education. As per their suggestions, the Activity Feedback Sheet was modified and finalized.

❑ Programme Feedback Sheet

The investigator has prepared Programme Feedback Sheet to get feedback on the Life Skills Programme. In the Programme Feedback Sheet, six items were given related to the Life Skills Programme. Out of the six items, three items were close ended and the three were open ended. Close ended items were having four options, namely, *Very Interesting, Interesting, Little interesting and Not at all Interesting*. Three open ended items were included in the Programme Feedback Sheet to know their views regarding the Life Skills Programme and suggestions to improve the Life Skills Programme. The Life Skills Programme Feedback Sheet also included certain information about the Student – Teachers, that is, name and roll number of the Student - Teacher as identifiers.

For finalizing the Programme Feedback Sheet, it was shown to two experts from the field of the Life Skills and the Teacher Education. It was modified as per their suggestions.

❑ Field Notes

Field Notes were prepared by the investigator on the basis of her observations and participants' responses and expressions in Focused Group Discussions. By the Participatory Observation, the investigator has noted down behaviours of the Student - Teachers at the time of implementing the Life Skills Programme. In the Focused Group Discussions, expressions given by the Student - Teachers were noted down in the Field Notes. Field Notes consisted of the Student - Teachers' behaviours throughout implementation of the Life Skills Programme and their experiences shared in the Focused Group Discussions.

In the present study, two techniques were used for data collection. These techniques are given as under.

❑ Focused Group Discussion

For this study, Focused Group Discussions was used to know the Student - Teachers' behaviours and experiences in their life. Focused Group Discussion was the part of each group activity in the Life Skills Programme. The end phase of each activity was Focused Group Discussion which was carried out with the help of facilitative questions on the Life Skills as covered by the group activities. In the Focused Group Discussion, different aspects of the Student - Teachers' life were covered. Through the Focused Group Discussions, earlier experiences of the Student - Teachers were

collected to know the Life Skills possessed by them and helped them to think and reflect on themselves for their improvement.

□ Participatory Observation

To collect the data related to the Life Skills possessed by the Student - Teachers and their participation in the Life Skills Programme, Participatory Observation technique was employed by the investigator. The Life Skills Programme was implemented on the Student - Teachers by the investigator. Through the participatory observations, the interactions of the Student - Teachers within their groups and with the group members apart from their group were observed in terms of the Life Skills used by them. The investigator participated through out the Life Skills Programme implementation as a facilitator in the group activities and observed Student - Teachers' behaviours during activities to sense their status on the Life Skills. The participatory observation facilitated the investigator to collect salient features of the student - teachers which was not possible to collect with help of other tools and techniques employed.

3.8 Procedure

The study was carried out in three phases as per the objectives of the study - identifying components of each Life Skill, developing and implementing the Life Skills Programme and to study the effectiveness of the Life Skills Programme. The phase wise description is presented as follow.

□ Phase I : Identification of the Components of the Life Skill and Development of Tools

In this phase, two tasks were carried out by the investigator, one was identification of components of each Life Skill and the other one was preparation of tools on the basis of components of each Life Skill identified for the study.

The identification of components of each Life Skill was a crucial phase of the study because tools preparation and development of the Life Skills Programme depended on it. In this phase, for identifying the component of each Life Skill, available literature related to each Life Skill was referred by the investigator. The investigator referred number of reports and documents of World Health Organization (WHO), UNICEF and UNESCO on the Life Skills for gaining better understanding regarding the Life Skills. Apart from these reports and documents on the Life Skills other available relevant literature on each Life Skill was referred by the investigator and on the basis

of understanding regarding each Life Skill, components of each Life Skill were identified. The Components of the Life Skills were identified on the basis of characteristics of the person who possessed that Life Skill and her or his behaviours in daily life situations. The Components of the Life Skills identified by the investigator for each Life Skill consisted of characteristics of the person possessing that Life Skill and under each characteristic of the person common behaviours shown by her or him due to those characteristics in the situation were given.

In this phase, the second task carried out by the investigator was construction of tools for the study. Numbers of tools were constructed by the investigator as required for studying the effectiveness of the Life Skills Programme. Tools constructed by the investigator were Situational Tests, Life Skills Inventory, Activity Feedback Sheet and Programme Feedback Sheet. After constructing these tools were shown to two experts in the field of the Life Skills and Teacher Education. To finalize the tools for the study, these tools were modified as per the suggestions given by the experts.

❑ Phase II : Development of the Life Skills Programme

In this phase of the study, the Life Skills Programme was developed by the investigator. The investigator developed the Life Skills Programme by taking into consideration the components of each Life Skill and level of the Student - Teachers. For this study, the investigator has considered the level of the Student - Teacher, means, they were being educated to become teachers, having done graduation or post graduation in different disciplines. For deciding the format of the Life Skills Programme, the investigator has referred documents of World Health Organization (WHO) and NIMHANS for providing Life Skills Education. In the documents on the Life Skills Education, World Health Organization (WHO) has suggested certain types of activities, namely, Situational Discussion, Role Play, Games and Brain Storming. The investigator has referred modules prepared by the NIMHANS for adolescents, for understanding format of the group activities in a Life Skills Programme.

In the Life Skills Programme, for each Life Skill five activities directly related to that Life Skill were given. So, the Life Skills Programme developed by the investigator consisted of total fifty activities on the Life Skills and two ice - breaking activities. In the Life Skills Programme, the investigator has tried to include different activities, like, Games, Puzzles, Situational Discussions, Role Play, Story Making, Self Reporting, Brain Storming and Film Shows to make it interesting.

For finalizing the Life Skills Programme, a pilot study was carried out on ten Student - Teachers in the academic year 2007-08. Then as per their feedback and reflections related to the Life Skills Programme and observations by the investigator it was modified and new draft of the Life Skills Programme was developed. This modified new draft of the Life Skills Programme was shown to two experts in the field of the Life Skills and Teacher Education. As per the suggestions given by the experts, the Life Skills Programme was modified and final draft of the Life Skills Programme was developed. In the final Life Skills Programme, a total of fifty activities on ten Life Skills and two ice- breaking activities were included. On each Life Skill five activities were provided.

□ Phase III : Implementation of the Life Skills Programme

In this phase, the Life Skills Programme was implemented by the investigator on selected sample of the Student - Teachers of the academic year 2008- 2009 of the Department of Education, Faculty of Education and Psychology, The M.S. University of Baroda, Vadodara. Through out the implementation of the Life Skills Programme, the investigator has carried out Participatory Observation. To know pre- intervention status of the Student - Teachers on the Life Skills, the investigator administered Situational Test and Life Skills Inventory tools as pretests for data collection and then the Life Skills Programme was implemented on 21 Student - Teachers for 49 days. During implementation of the Life Skills Programme, once Life Skills Inventory was administered and at the end of each activity, Activity Feedback Sheet was administered on the Student - Teachers to collect the data. Through out implementation of the Life Skills Programme, the investigator has conducted Focused Group Discussion with Student - Teachers. At the end of implementation of the Life Skills Programme, parallel Situational Test, Life Skills Inventory and Programme Feedback Sheet were administered as posttest for collecting the data, to know the post - intervention status of Student Teachers.

The collected data were analyzed by applying content analysis technique to know the pre - intervention status and post - intervention status of the Student - Teachers.

3.9 Data Collection

All the data were collected by the investigator personally by using different tools and techniques. For collecting data to study the effectiveness of the Life Skills Programme, the investigator administered Situational Test and Life Skills Inventory on Student - Teachers in the beginning of the Life Skills Programme. During the implementation of the Life Skills Programme, at the end of each activity, Activity Feedback Sheet was administered and after 21 days of implementation the Life Skills Inventory was implemented. The investigator carried out Participatory Observation through out the implementation of the Life Skills Programme. The Focused Group Discussion was carried out with respect to each activity during the implementation of the Life Skills Programme. The investigator has maintained Field Notes regarding the behaviours of the Student - Teachers during implementation of the Life Skills Programme and their earlier life experiences related to use of the Life Skills. These data were collected by employing Participatory Observation and Focused Group Discussions through out the Life Skills Programme. At the end of the implementation of the Life Skills Programme, parallel Situation Test, Life Skills Inventory and Programme Feedback Sheet were administered on the Student - Teachers.

3.10 Data Analysis

The data collected through various tools and techniques were analyzed qualitatively by employing content analysis technique. The Life Skills scenario of all 21 samples Student - Teachers who have undergone the Life Skills Programme has been produced, case - wise. To produce the Life Skills scenario, case - wise the collected data were segregated into 21 cases. Each case data was rearranged each Life Skill wise and then data related to each Life Skill were analyzed with reference to the Components of the Life Skills to build case - wise Life Skills scenario.